

Summer Early Years SENCo Network 2018

Rob Dembrey



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Agenda

- Local Updates
 - Ashley Whittaker, AfC – SEND Futures
 - Vilma Watt, KIDS – DLA
 - Susanne Treadwell – Supporting Children with ASD
 - SEND eNewsletter
 - SENCo Skills
 - AfC Info Site

Agenda

- National Updates
 - Disability Access Fund
 - Level 3 SENCo Qualification
 - Transfers to Education, Health and Care Plans

SEND Futures in Kingston and Richmond

SEND and Early Years
May 2018

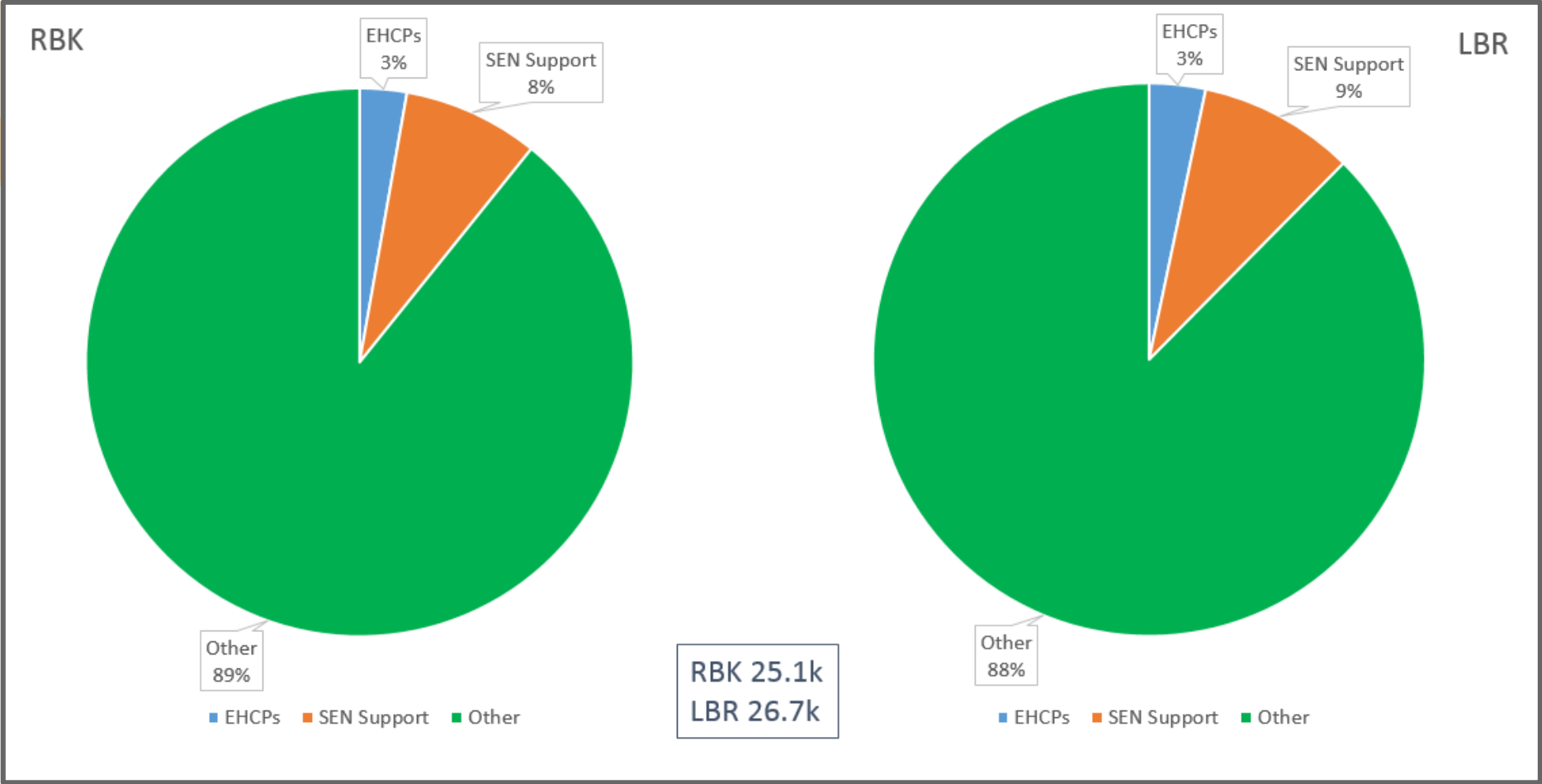


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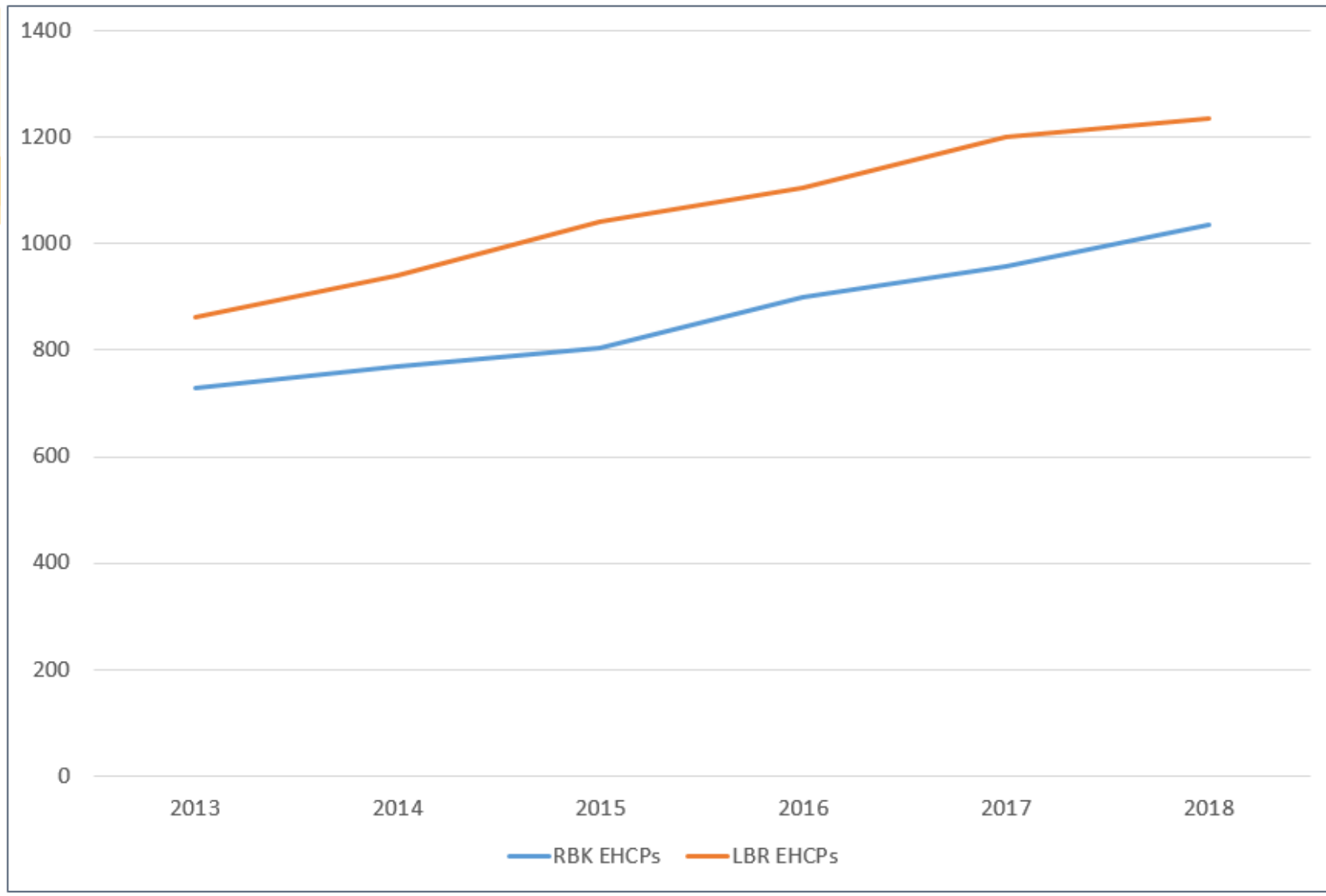
Format

- Local and national context
- SEND Futures in Kingston and Richmond, a vision for 2020
- How do we get there?
- What role can Early Years play?

Our schools are already “inclusive”



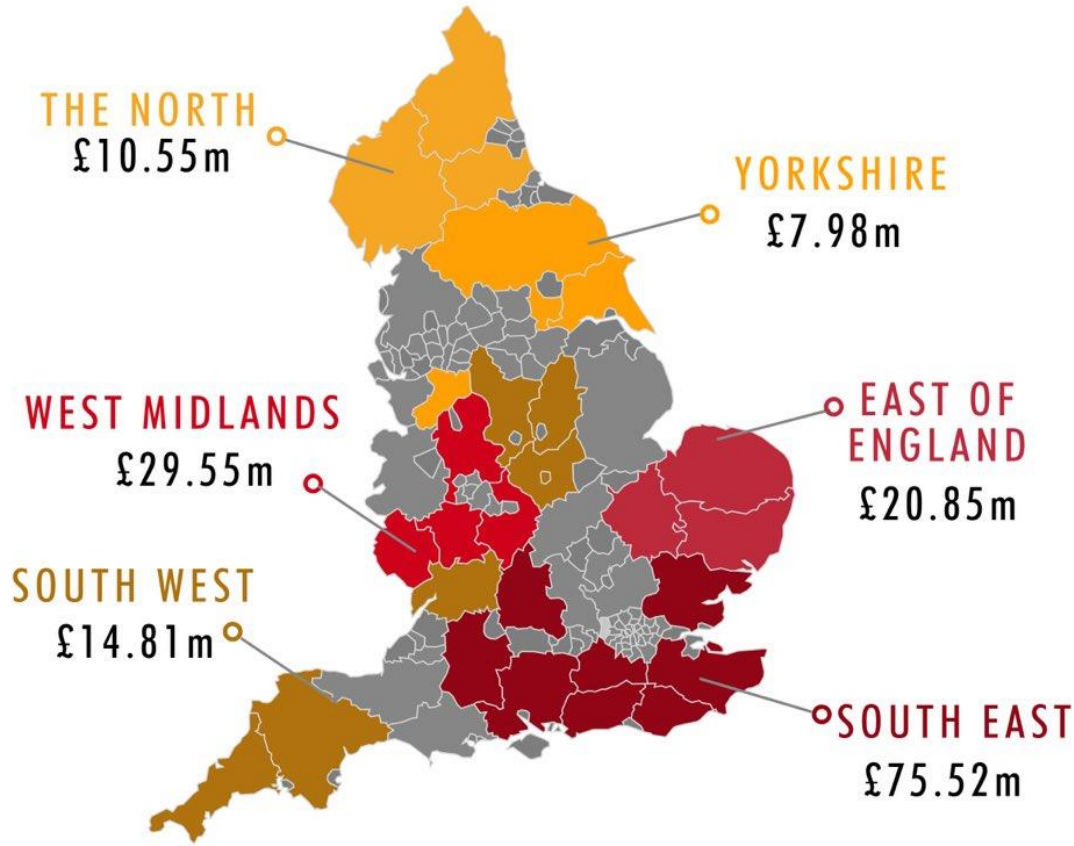
Demand growth has been significant



£ pressures are building

HIGH NEEDS BLOCK

Overspend by region



And costs already exceed income locally too

Education Select Committee

- Assessment of and support for CYP with SEND
- Transitions from SSENs and LDAs to EHCPs
- Level and distribution of funding for SEND
- Roles and co-operation between education, health and social care
- Provision for 19-25 year olds including support for independent living, transition to adult services, access to education, apprenticeships and work

Closing date for written submissions 14 June

What does the 2020 vision look like?

- ❖ mainstream inclusion for as many as possible
- ❖ all practice is high quality and evidence based
- ❖ parents support in partnership with professionals
- ❖ level of support reduces rather than increases
- ❖ independence is maximized throughout the journey
- ❖ the journey includes seamless transitions
- ❖ all elements in the system are aligned
- ❖ inclusive communities and environments

What is already happening?

- local specialist places are increasing
- improved working with health and social care
- broader post 16 placements to include more college and vocational schemes
- reduced reliance on independent sector
- earlier to prevent need from escalating
- schools being supported to improve ability to identify and meet need
- improved pathway planning
- more detailed annual assessment and review of support

Early Years in Richmond?

- Local Offer and Info Site
- Networks, surgeries, CPD Online, SENCo Skills
- Inclusion & Improvement Advisers
- Early Years SEND Support Officer
- Early Years Consultant SEND
- Early Years SEND Inclusion Fund (EYSIF)
- DfE Project, Language Packages, EYEIP
- EP Project work

Key dates and events : Vision for 2020

June	Finalise vision and route
July onwards	Implementation

Inclusion Charter to be developed in
May and June



SEND Futures Conference
Tuesday 3rd July



Key note speaker:
Andre Imich from DfE
SEN and Disability Professional Adviser

If you'd like to know more...

SEND Consultation Hub



From March 2018 we will use this Hub to collect and present information about Achieving for Children SEND Consultations. This is also where we will post links to live consultations.

The information in this section is presented as follows:

[Kingston and Richmond \(both borough\) consultations](#) (opens a page on this website)

[Kingston specific consultations](#) (opens a page on this website)

[Richmond specific consultations](#) (opens a page on this website)

Shortcuts: SEND Young People Commu

info | Information and Advice

SEND Local Offer

W YOUR

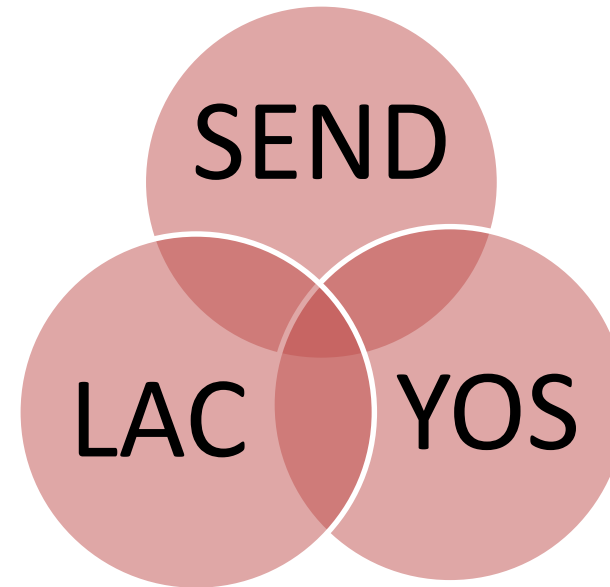
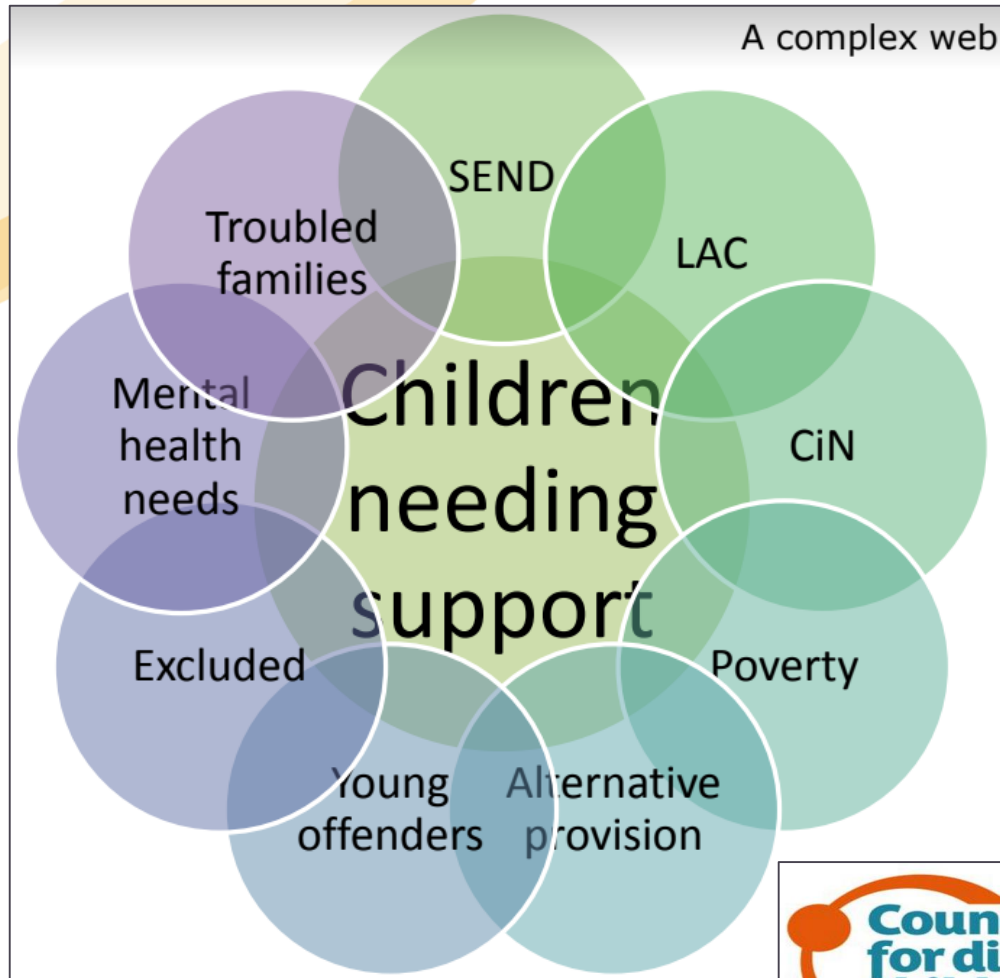
The SEND Local Offer provides information on local services available for families including children and young people with special educational needs or disabilities

Go to the SEND Local Offer pages

New SEND World in Kingston and Richmond

The online consultation about SEND transformation in Kingston and Richmond is now live. Please tell us your views, suggestions and thoughts. Also face to face consultation for parent/carers on 1st May.

What do CfDC think?



Questions?



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Working with disabled children,
young people and their families



Disability Living Allowance explained

By

Vilma Watt

Benefits Adviser

Disability Living Allowance



- What is it?
- Who is it for?
- How to claim
- How do I evidence a claim?
- Early years funding & DLA

Disability Living Allowance



What is it?

Disability Living Allowance (DLA) is the main benefit for disabled children up to the age of 16 years. It is NOT:

- Means tested;
- Taxable; *or*
- Treated as income for other benefits.

Disability Living Allowance



Who is it for?

BASIC RULES

Age rules

- There is no lower age limit for the care component

Residence & presence

- Be present in UK
- If 3 or older; present for 104 allenge of the past 156 weeks; AND
- Be habitually resident



Disability Living Allowance



The disability test for DLA

Care Component

If, because of a physical or mental disability, a child needs a lot of supervision or help with personal care, s/he should qualify for the care component. There are three rates of care component;

- Lower
- Middle
- Higher.

:



Disability Living Allowance

The disability test for DLA

Mobility Component

If a child needs help getting around s/he may qualify for the mobility component. There are two rates of the mobility component:

- Lower rate – from age 5
- Higher rate – from age 3



Disability Living Allowance



How to claim

The DLA claim pack is available to fill in online and then print or download at www.gov.uk

The application form is also available by calling the DLA helpline on 0800 121 4600

* It is advantageous to apply by calling for a claim pack as DLA **cannot be backdated**. The earliest it can be paid is either the date the form was requested, the date the online claim was started or the date the form was received by the DWP.

Disability Living Allowance



Providing evidence for a claim

All very young children need a lot of care and attention, so the younger the child, the harder it can be to show they need more help than other children of the same age. But DLA is still payable if you show that;

- The child needs a different type of care than their peers;
or
- if that care has to be provided more frequently, or over a longer period.

Disability Living Allowance



To qualify for DLA care component a child's care needs must stem from disability and the help s/he needs must be '*substantially in excess*' of that of another child of the same age without the condition/disability.

Disability Living Allowance



TRANSITIONS



MEAL OR SNACK TIMES



RESTRICTIVE / REPETTIVE PLAY



NURSERY ROUTINES
e.g. Circle/carpet times



SENSORY NEEDS



TOILETING ISSUES



COMMUNICATION
e.g. Sharing

Disability Living Allowance



Early years funding rules for children with SEND

- Disability Access Fund - This fund will support three- and four-year olds who are using this entitlement and are in receipt of Disability Living Allowance (DLA).
- 15 Hours free childcare – For two year olds in receipt of DLA.

BENEFITS SERVICE



Disability Living Allowance and Personal Independence Payments (up to age 18 years)

- Help to complete new claims as well as renewal applications
- Advice and support with checking completed claim forms
 - Support with Mandatory Reconsiderations
 - Sign posting for other services
- Information on entitlement to other Benefits.

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Vilma Watt

Benefits Advisor

SENDIASS

Tel: 020 8831 6179 Email: vilma.watt@kids.org.uk

www.kids.org.uk



Supporting children on the autistic spectrum

Dr Susanne Treadwell

Specialist Educational Psychologist: Early
Years

Educational Psychology Service



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Aims

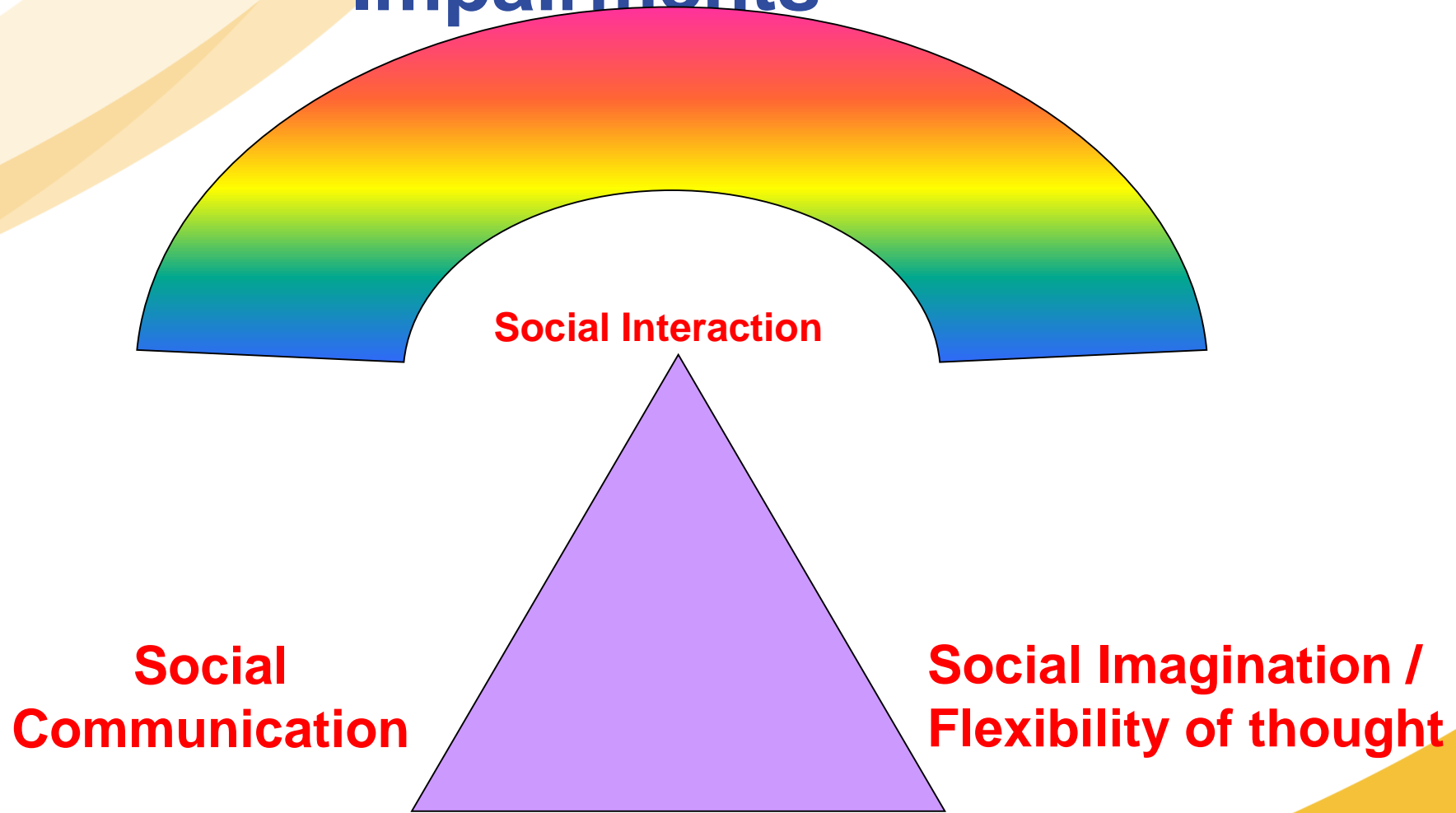
- Refresh knowledge and understanding of autism
- Make use of the iceberg model to understand the factors underlying behaviour
- Understand how practical approaches link to the triad of impairment and sensory differences.
- Consider possible barriers to implementing evidence based approaches and advice.

What is Autism?

“Autism isn’t an illness, it’s a different way of being human..... they are progressing through developmental stages as we all do. To help them we don’t need to change them or fix them. We need to understand them, and change what **WE** do.”

Dr Barry M Prizant, Uniquely Human: A different way of seeing autism

The Triad of Impairments



Social interaction

- May be interested in others but not know how to initiate social interaction or play
- May appear indifferent to other people and in 'own world'
- May enjoy certain kinds of physical contact and not others
- May passively accept social contact
- May be spontaneous but in what seems an odd, inappropriate, or repetitive way with little attention to responses
- Interactions can be 'one way traffic' i.e. not reciprocal
- Can have a limited understanding of emotions and lack empathy.

Social communication

- Lack of understanding in relation to meaning and use communication i.e. verbal and non verbal
- Ranges from little or no spoken language to those who appear articulate
- Lack of understanding of body language e.g. tone of voice, facial expression
- Can be literal and have a concrete understanding and use of words.

Imagination/ Flexibility of Thought

- Difference in the development of play skills including limited imagination and imaginative play skills
- Rigidity and inflexibility in thinking and behaviour and a need for sameness
- Restricted range of interests and skills, possibly pursued in a repetitive manner
- Preference for concrete activities and real world relevance over creative, open-ended activities, and more abstract ideas or concepts
- Limited ability to predict and generalise based on past experience

Traits associated with autism

- Other traits associated with autism may include motor, learning or attention needs and anxiety amongst others.
- Many individuals have differences in sensory processing which is often associated with autism.
- People with autism spectrum conditions often present unusual responses to sensory stimuli, such as light, sound, touch, taste, movement etc. If these sensory behaviours are not understood, then they can appear as challenging behaviour.
- Each person with autism is an individual with areas of strength and weaknesses – just like all of us and we need to get to know them as individuals and start from their current level of development.

Strengths associated with autism can include...

- An unusually good memory for facts
- Well developed visual skills and non-verbal problem solving
- A focus on specific interests, meaning they are extremely knowledgeable or skilled in some areas
- Areas of enthusiasm which can be used as motivators
- Skills in practical tasks, ICT, Maths, Science and technology
- Attention to detail and precision in executing absorbing tasks
- A determination to complete tasks to a high standard or persist with tasks that they find rewarding
- Complying with rules (e.g. punctuality)
- Honesty – even at the cost of social popularity

Building trust and relationships: the foundation for learning

- Acknowledge and respond to attempts to communicate
- Acknowledge and be responsive to emotional state
- Be predictable, consistent and clear about expectations
- Practice shared control with the child: give choices
- Celebrate success and build self esteem
- Tune into their behaviour and what it being communicated

Discussion: Emotional regulation

- Think about a child with social communication needs that you have worked with.
- What kind of things could lead to the child feeling emotionally dysregulated or unable to manage their emotions?
- What kind of behaviours might we see from a child who is feeling overwhelmed or upset?
- What might the child try to do to regulate their own behaviours?

Review: why do we communicate?

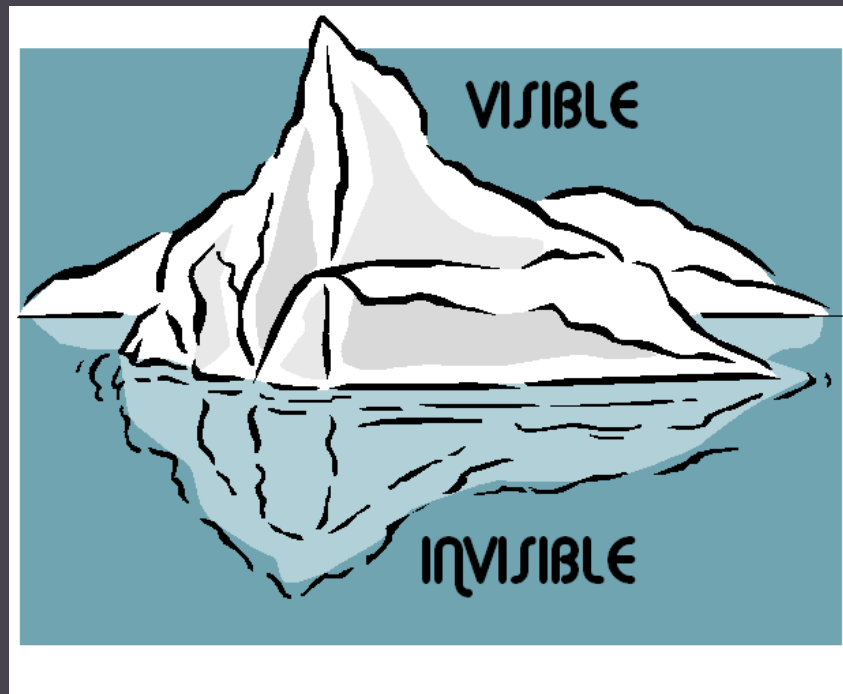
- To request something we need (“a drink”)
- To respond to someone else (“yes please”)
- To protest, refuse or complain (“no!”)
- To think and plan (“I think we should...”)
- To comment on something (“nice shirt, Tom”)
- To give or seek information (“who are you?”)
- To share ideas or feelings (“I feel sad”)
- To develop social connections (“Hi, how are you?”)

Children with autism may not understand the functions of communication and this needs to be supported.

Children with autism often communicate through their behaviour – which we need to interpret and tune into to aid their communication.

Iceberg model – understanding *individuals*

The behaviour that we see is just the tip of the iceberg....we need to look below the surface to understand what the behaviour is telling us

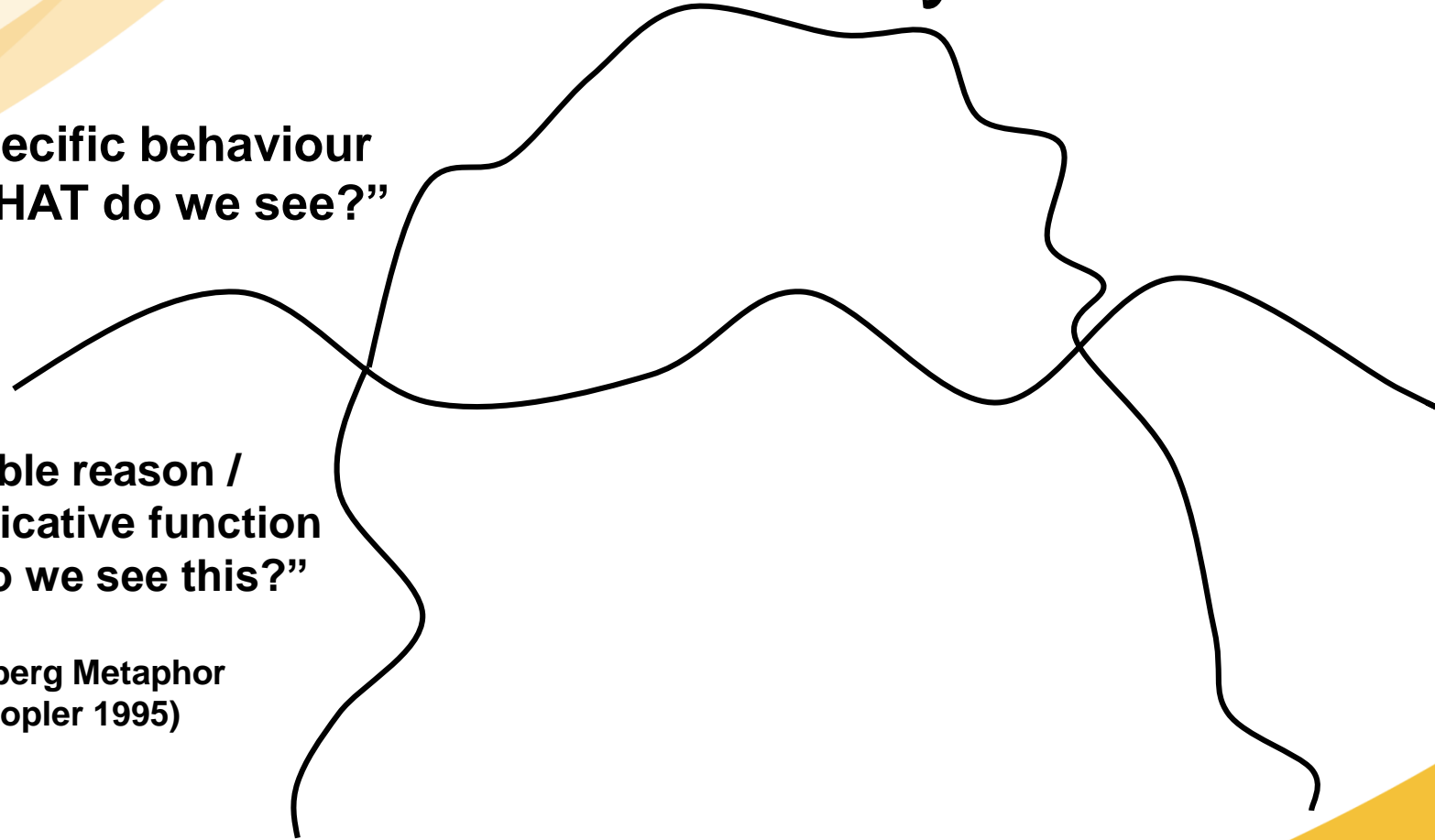


Understanding Autism: ICEBERG analysis

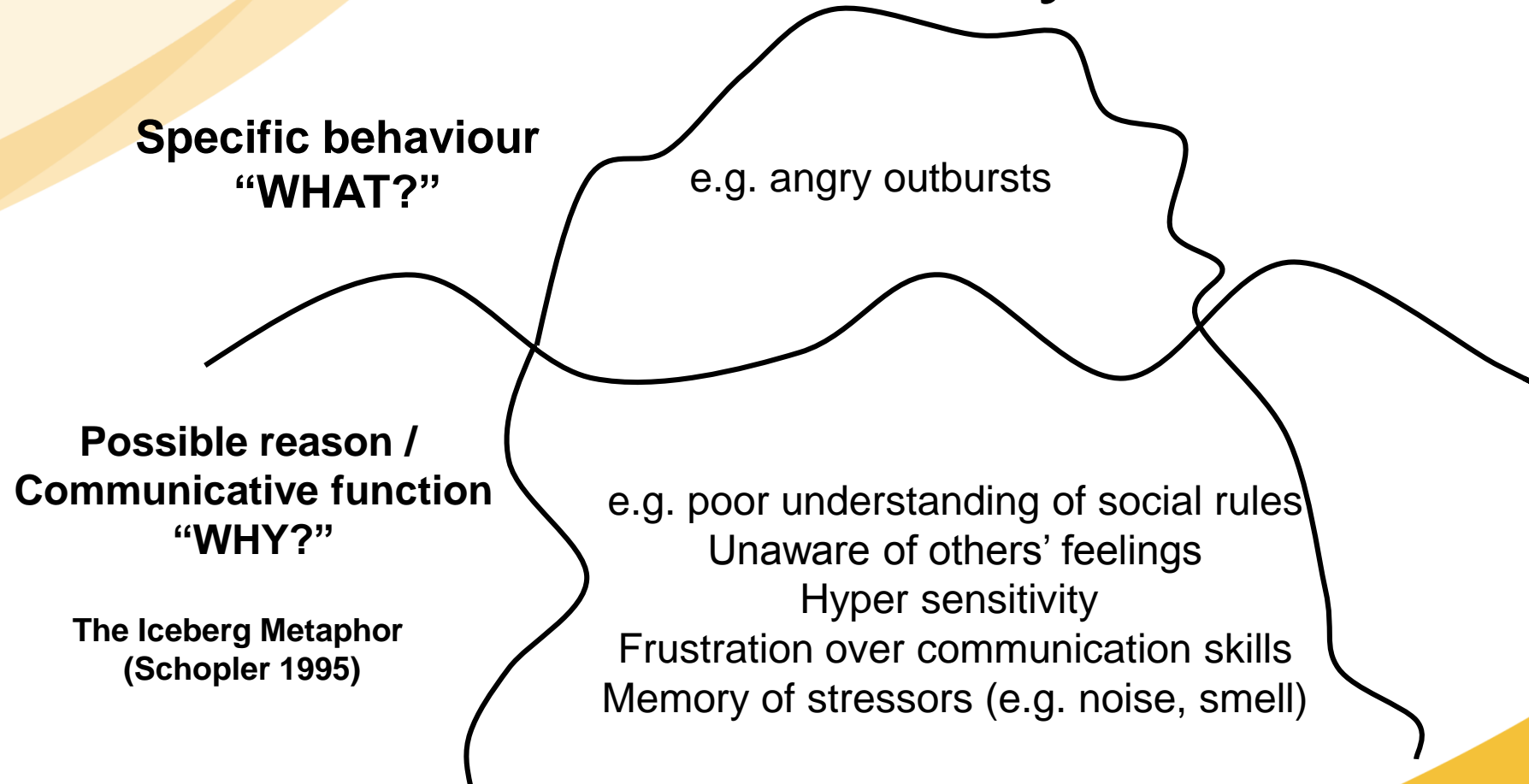
Specific behaviour
“WHAT do we see?”

**Possible reason /
Communicative function**
“WHY do we see this?”

The Iceberg Metaphor
(Schopler 1995)



Understanding autism: ICEBERG analysis



Understanding behaviour case study

In small groups, think about a busy transition time in your setting, for example from free play to a targeted activity such as circle time, story time or lunch time:

- Think about a child you know/have worked with social communication needs that may have found this difficult, identify behaviours which the child with autism might demonstrate at this time (put these in the top of the iceberg)
- Identify and describe what might be some of the causes or underlying reasons for these behaviours (put these in the hidden part of the iceberg)
- What might you do to address the underlying reasons
- Be ready to share your ideas with the whole group

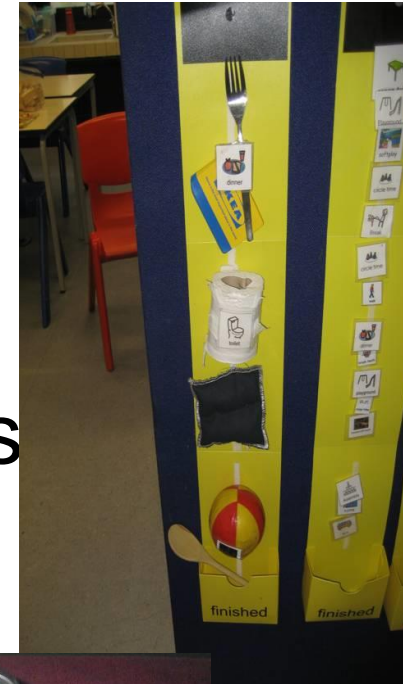
Practical approaches: supporting communication

- What's in box/ magic bag (attention autism activities)
- Visual symbols
- Objects of reference
- Makaton sign
- PECS/PODD visual communication



Practical approaches: supporting imagination, flexibility of thought and predictability

- Visual routine/jigs
- Now/Next
- Visual timetable
- Activities with clear start and finish
- TEACCH approach
- Timers



Supporting imagination, flexibility of thought and predictability

Using different visual cues to indicate what will occur and in what sequence

- Objects, photos, symbols, words



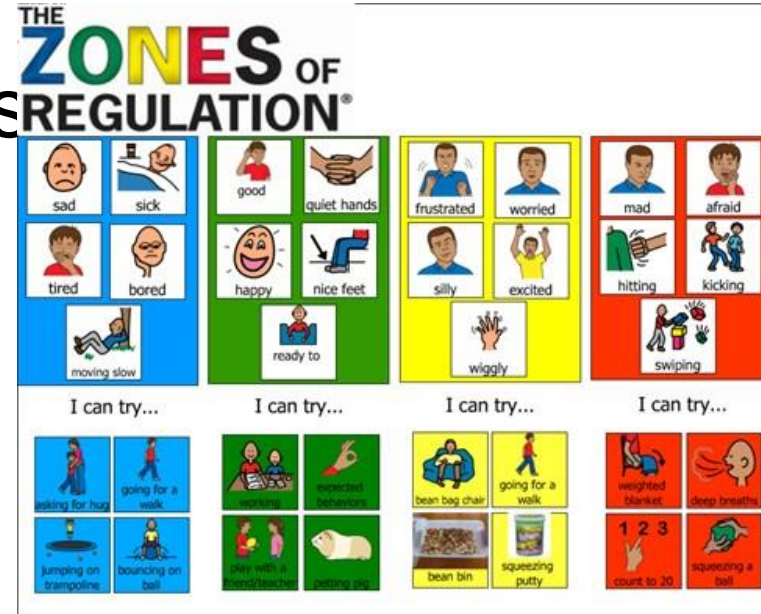
Practical approaches: supporting sensory needs

- Sensory experiences i.e. 'heavy work' or deep pressure
- Environmental adaptations
- Sensory activities
- Ear defenders
- Sensory room/tent
- Quiet space/calm area



Practical approaches : supporting social understanding

- 1:1 turn taking activities
- Social stories
- Social skills groups
- Emotion key-rings
- Zones of regulation



Barriers to implementing strategies

Discuss with those next to you what barriers there are in your setting to implementing strategies and advice you are given?

Discuss what could help you put actions and advice into place?

Be ready to feed back to the group

Identifying goals/outcomes

Priorities for children working at **social partner stage**:
(where the child does not yet use at least 3 words or phrases with communicative intent (i.e., by spontaneously coordinating these words or phrases with gestures or gaze for a communicative purpose))

- Increasing functional, spontaneous communication, in highly motivating situations (can be language, sign or symbols).
- Increasing gestures that have a shared meaning (e.g., giving, pointing, pushing away, head nods, and head shakes).

See SCERTS handout for details of outcomes

How adults can best to support children with autism

- Develop a trusting and positive relationship
- Be predictable and use visuals
- Make activities desirable and motivating – use interests/enthusiasms
- Show sensitivity and empathy, recognizing the subtle signs of emotions
- Take ‘shared’ control and be flexible
- Look for opportunities to embed opportunities for communication in natural activities (encouraging initiation of communication, requests and choices)

Rob Blackburn....

“If I do something you don’t understand, you’ve got to keep asking, why, why, why?”

To conclude, to support children with autism we need to watch, listen, observe and understand the child’s perspective and experience and respond appropriately.

Further information....

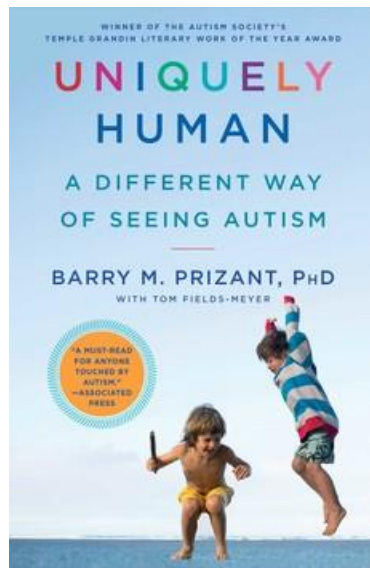
- Uniquely Human: A different way of seeing autism. Barry M. Prizant.

If you want to know more about this approach:

- Social engagement and autism video: Emily Rubin

<https://www.youtube.com/watch?v=SpynZ86usJo>

- Watch out for further training on ASD and the SCERTS approach, which we are planning for next year.



New autism section on AfCinfo

[There is a new section on AfCinfo](#) providing lots of information about services for young people with autism and their families. It is also aimed at professionals who work with or support children and young people with autism.

Local and national autism organisations
Parent support groups
Groups for young people
Training and learning opportunities
Resources and useful links

National Updates



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National

- Transfer of Statements to EHCPs
- Low take up of DAF
- Level 3 SENCo Qualification Plans

The DfE has published the [Level 3 Early Years SENCO qualification specification](#). The qualifications developed from this specification are intended to support early years practitioners to gain accreditation for the knowledge, understanding and skills they need to perform the Early Years SENCO role effectively. The qualifications are not mandatory. This recommended specification has been designed by early years experts and stakeholders supported by the Department for Education (DfE).

The DfE has also published a [Level 3 EY SENCO job description](#), which is intended as guidance for early years providers and practitioners to help clarify the role of the Early Years SENCO in non-maintained early years settings.

Finally, [notes](#) for awarding organisations around the SENCO qualification have also been published.

At the same time, Action for Children has compiled a set of five [case studies](#) which represent some of the work going on across the country to support children with SEND. These case studies give examples of good practice in relation to the role of the setting SENCO.

Local Updates



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Local

- SEND eNewsletter
- SENCo Skills
- AfC Info Site
- DfE 30 Hours SEND Project
- EY EPS Project
- EYSIF window opens Monday 4th of June